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ABSTRACT

Views of state public administrators about management education and training needs were investigated, as were administrator views concerning short-term management development workshops. Data was drawn from responses to questionnaires mailed to 5,980 state administrators who were selected from a national survey and from random samples using lists provided by states, state-supported programs, and universities; respondent profile data are included. Results suggest that respondents regard as important the topics addressed by both Masters of Public Administration (MPA) programs and by Certified Public Manager (CPM) programs, which are government-supported management training programs. The MPA respondents cited as most important learning about organizational behavior, budget operations, and political institutions. CPM respondents cited problem-solving techniques, strategic planning, and performance management as most important. Responses of the MPA and CPM respondents were not compared because the two groups had not been given a dissimilar set of items. The majority of the CPM respondents reported finding their training only somewhat valuable in increasing their effectiveness. However, all respondents felt that the workshop skills topics were valuable, with team building, presentation skills, and negotiation techniques cited as most important. (Contains 11 references). (SW)

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MPA and CPM Curriculum: An Analysis of the Views of Public Administrators

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A working paper prepared for presentation at the Annual Meeting of the Indiana Political Science Association, April 12, 1996, held on the Indiana State University campus, Terre Haute, Indiana (USA). This paper has utilized survey data collected for a research project supported by the National Science Foundation Grant (No. RII 90006563) awarded to the School of Public Administration, Kentucky State University (1990-1994). The author is fully responsible for the analyses and recommendations presented in this working paper.

I
INTRODUCTION

If public service educators and trainers are to accommodate the professional socialization needs of public administrators they need feedback from practicing public administrators about professional degree programs (e.g., MPA), and comprehensive government supported management training programs (e.g., CPM). This paper utilizes data from a national study of state administrators to report the views of state public administrators about their attitudes toward management academic and training needs. Views of administrators toward short-term management development workshops will also be discussed

With the rapid expansion of managerial training/education programs, some research has been focused toward gaining a greater understanding of the various aspects of managerial training education (SAARI, 1988). Some specific areas toward which training-related research is being directed include *needs assessment, utilization of training in work settings, training implications of growing work force diversity, and specialized training and education needs of minority and women managers*. (Terberg, 1975; Cement, 1982; Bartlett, 1979; Chusmir, 1988; Ford, 1987; Gist, 1988; Rose, 1989; Rose et al, 1989; Mohapatra et al 1990; Daniel and Rose, 1991).

II
THEORETICAL CONCERNS

Vying for and securing positions of administration and management in the public sector is not as simple as it once was when patronage was the primary determiner of who would be selected to occupy the various manager, administrator and executive positions. Although patronage has not completely disappeared, more and more positions of decision making are being dealt to individuals with what is thought to be proper education and/or training. Figure one below suggests, pre-recruitment background attributes, including gender, influence the development of public service professionalism. Further, the model suggests that these attributes should also influence attitudes and opinions of individuals and sub-groups (e.g., women) toward public service education and training Partial support for this notion was found by Rose et al, 1989; and Mohapatra et al, 1990

The present paper uses data collected for a study funded by the National Science Foundation (Grant Number RII 9006563), which in part seeks additional information of the attitudes and opinions of in-service state public administrators toward management education and training

III
RESEARCH QUESTIONS

Specifically, this paper seeks answers to the following research questions.

1. How do state public administrators perceive the importance of specific course contents in Masters of Public Administration programs (MPA)?
2. How do state public administrators perceive the importance of specific training included in Certified Public Manager programs (CPM)?
3. How do state public administrators perceive the importance of short-term management development workshops?

For questions one and two the samples will be composed of only those individuals that have earned at least a graduate degree in management and a CPM certificate respectively. For question three, the sample will include all respondents that reported they have attended management training courses.

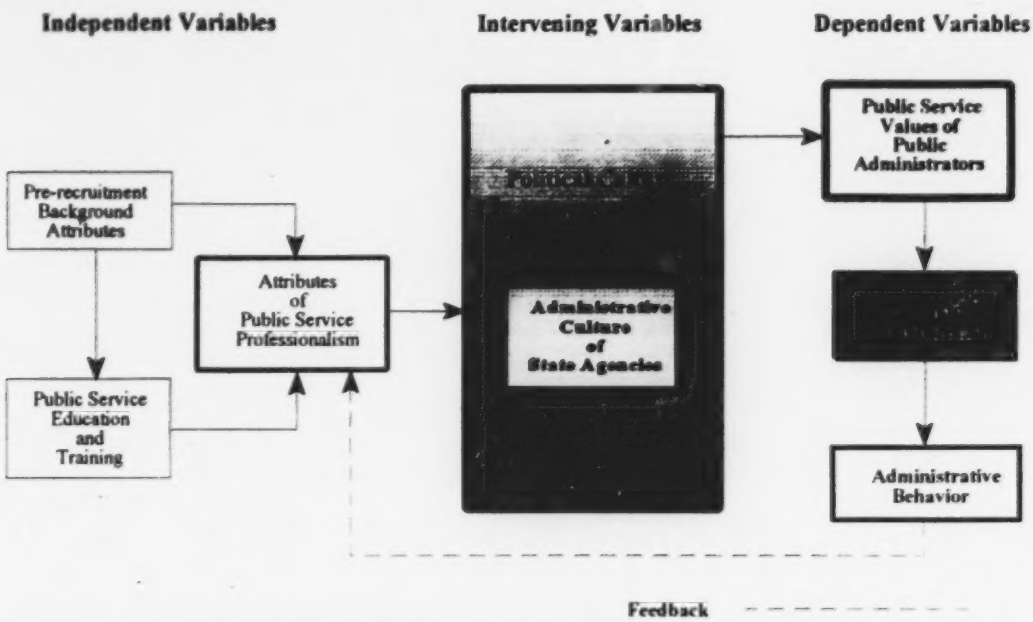

Figure 1 A Conceptualization of Research Variables Influencing Public Service Values of State Public Administrators

IV
DATA SOURCES

A national survey research project has provided the data base for this empirical study, and was supported by a three year grant from the National Science Foundation. Random samples were selected from lists provided by various state supported CPM programs, MPA degree granting universities, and several states. Additional general state samples were selected from the *State Executive Directory* published by Carroll Publishing Company. A total of 5,980 usable self-administrated questionnaires were returned. Table 1 below presents the profile of the sample.

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Table 1 Respondent Profile

	Freq.	Percent	Valid Percent	Cum Percent
GENDER				
Male	4091	68.4	69.8	69.8
Female	1769	29.6	30.2	100.0
Missing	120	2.0	..	
Total	5980	100.0	100.0	
ETHNICITY				
White	5152	86.2	88.5	88.5
African-American	290	4.8	5.0	93.5
Hispanic	151	2.5	2.6	96.1
Native American	40	.7	.7	96.8
Asian or Pacific Isl	176	2.9	3.0	99.8
Other	11	.2	2	100.0
Missing	160	2.7	..	
Total	5980	100.0	100.0	
TYPE WORK UNIT				
Data/paper	1364	22.8	24.0	24.0
People Service	4034	67.5	71.1	95.1
Machine/prod.	277	4.6	4.9	100.0
Missing	305	5.1	..	
Total	5980	100.0	100.0	
JOB CATEGORY				
Administrative/prof	3375	56.4	58.5	58.5
Clerical, Etc.	197	3.3	3.4	62.0
Supervisory, Etc.	1413	23.6	24.5	86.5
Service, Etc.	170	2.8	2.9	89.4
Law Enforcement, Etc	610	10.2	10.6	100.0
Missing	215	3.6	..	
Total	5980	100.0	100.0	
NATURE OF APPOINTMENT				
Elected Official	39	.7	.7	.7
Political Appointee	1474	24.6	25.6	26.2
Merit System Employee	3379	56.5	58.6	84.8
Other	874	14.6	15.2	100.0
Missing	214	3.6	..	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
STATE OF EMPLOYMENT				
Alabama	140	2.3	2.4	2.4
Alaska	114	1.9	1.9	4.3
Arizona	139	2.3	2.3	6.6
Arkansas	114	1.9	1.9	8.6
California	252	4.2	4.3	12.8
Colorado	192	3.2	3.2	16.1
Connecticut	31	.5	.5	16.6
Delaware	78	1.3	1.3	17.9
Florida	337	5.6	5.7	23.6
Georgia	192	3.2	3.2	26.8
Hawaii	153	2.6	2.6	29.4
Idaho	238	4.0	4.0	33.4
Illinois	226	3.8	3.8	37.2
Indiana	93	1.6	1.6	38.8
Iowa	137	2.3	2.3	41.1
Kansas	122	2.0	2.1	43.2
Kentucky	122	2.0	2.1	45.2
Louisiana	94	1.6	1.6	46.8
Maine	80	1.3	1.4	48.2
Maryland	109	1.8	1.8	50.0
Massachusetts	136	2.3	2.3	52.3
Michigan	135	2.3	2.3	54.6
Minnesota	131	2.2	2.2	56.8
Mississippi	102	1.7	1.7	58.5
Missouri	98	1.6	1.7	60.2
Montana	59	1.0	1.0	61.2
Nebraska	120	2.0	2.0	63.2
Nevada	110	1.8	1.9	65.1
New Hampshire	22	.4	.4	65.4
New Jersey	84	1.4	1.4	66.8
New Mexico	71	1.2	1.2	68.0
New York	338	5.7	5.7	73.8
North Carolina	183	3.1	3.1	76.8
North Dakota	50	.8	.8	77.7
Ohio	203	3.4	3.4	81.1
Oklahoma	72	1.2	1.2	82.3
Oregon	121	2.0	2.0	84.4
Pennsylvania	115	1.9	1.9	86.3
Rhode Island	25	.4	.4	86.7
South Carolina	89	1.5	1.5	88.2
South Dakota	33	.6	.6	88.8
Tennessee	58	1.0	1.0	89.8
Texas	147	2.5	2.5	92.3
Utah	65	1.1	1.1	93.3
Vermont	14	.2	.2	93.6
Virginia	85	1.4	1.4	95.0
Washington	90	1.5	1.5	96.5
West Virginia	60	1.0	1.0	97.6
Wisconsin	62	1.0	1.0	98.6
Wyoming	42	.7	.7	99.3
Puerto Rico	41	.7	.7	100.0
Unknown State	56	.9	..	
Total	5980	100.0	100.0	

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EDUCATION	Freq.	Percent	Valid Percent	Cum Percent
High School	171	2.9	2.9	2.9
Some College	383	6.4	6.6	9.5
Bachelor	1309	21.9	22.5	32.0
Graduate Deg.	3966	66.3	68.0	100.0
Missing	151	2.5	..	
Total	5980	100.0	100.0	

Years of Service	Freq.	Percent	Valid Percent	Cum Percent
1 to 9 Years	1029	17.2	17.8	17.8
10 to 19 Years	2199	36.8	38.0	55.8
20 to 29 Years	1937	32.4	33.5	89.3
30 to 39 Years	550	9.2	9.5	98.8
40 to 49 Years	67	1.1	1.2	100.0
Missing	198	3.3	..	
Total	5980	100.0	100.0	

DEGREE COMBINATIONS				
NONE	2973	49.7	49.7	49.7
BA ONLY	328	5.5	5.5	55.2
MPA ONLY	1004	16.8	16.8	72.0
PH.D./DPA ONLY	59	1.0	1.0	73.0
CPM ONLY	332	5.6	5.6	78.5
OTH. ONLY	612	10.2	10.2	88.8
BA & MPA	275	4.6	4.6	93.4
BA & PH.D.	2	.0	.0	93.4
BA & CPM	23	.4	.4	93.8
BA & OTH.	36	.6	.6	94.4
BA, MPA & PH.D./DPA	12	.2	.2	94.6
BA, MPA & CPM	9	.2	.2	94.7
BA, MPA & OTH.	54	.9	.9	95.6
BA, PH.D./DPA & CPM	1	.0	.0	95.7
BA, PH.D./DPA & OTH.	2	.0	.0	95.7
BA CPM & OTH	4	.1	.1	95.8
BA MPA CPM OTH	1	.0	.0	95.8
MPA & PH.D.	16	.3	.3	96.0
MPA & CPM	42	.7	.7	96.7
MPA & OTH	133	2.2	2.2	99.0
MPA PH.D. & CPM	4	.1	.1	99.0
MPA CPM & OTH	6	.1	.1	99.1
MPA PH.D. CPM & OTH	4	.1	.1	99.2
PH.D. & CPM	4	.1	.1	99.3
CPM & OTH	44	.7	.7	100.0
Total	5980	100.0	100.0	

V
DATA ANALYSIS AND DISCUSSIONS

To answer question one: **"How do state public administrators perceive the importance of specific course contents in Masters of Public Administration programs (MPA)?"**—responses to questionnaire item number 20 (shown below) were analyzed.

20. Listed below are some fields of knowledge that have been included in Public Administration degree programs. To what extent do you feel knowledge of each of these fields is necessary and important in your job as a public administrator. (Please circle the appropriate number)

		Very Important			Not Important
a.	Organizational behavior and interpersonal relations	4	3	2	1
b.	Knowledge of political institutions and processes in state government	4	3	2	1
c.	Statistical analysis	4	3	2	1
d.	Management information systems and computer utilization	4	3	2	1
e.	Program evaluation research methodology	4	3	2	1
f.	Budget operations and financial administration	4	3	2	1
g.	Personnel management	4	3	2	1
h.	Administrative law and legal issues	4	3	2	1
i.	Public relations and communication	4	3	2	1
j.	Policy analysis	4	3	2	1

Table 2 below contains the response profiles of respondents with graduate management degrees.

Table 2 Frequencies of Responses to Item 20 by Respondents With Graduate Management Degrees

ORGANIZATIONAL BEHAVIOR

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	18	.3	.6	.6
Not Very Important	172	2.9	5.9	6.5
Important	1114	18.6	38.3	44.9
Very Important	1603	26.8	55.1	100.0
Not Applicable*	2729	45.6	**	
Missing	344	5.8	**	
Total	5980	100.0	100.0	

KNOWLEDGE OF POLITICAL INSTITUTIONS

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	20	.3	.7	.7
Not Very Important	251	4.2	8.6	9.3
Important	1191	19.9	40.9	50.3
Very Important	1447	24.2	49.7	100.0
Not Applicable	2729	45.6	**	
Missing	342	5.7	**	
Total	5980	100.0	100.0	

STATISTICAL analysis

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	124	2.1	4.3	4.3
Not Very Important	847	14.2	29.1	33.3
Important	1327	22.2	45.5	78.8
Very Important	617	10.3	21.2	100.0
Not Applicable	2728	45.6	**	
Missing	337	5.6	**	
Total	5980	100.0	100.0	

* Indicates respondents without a graduate public management degree

MIS & COMPUTER UTILIZATION

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	20	.3	.7	.7
Not Very Important	328	5.5	11.2	11.9
Important	1299	21.7	44.5	56.4
Very Important	1271	21.3	43.6	100.0
Not Applicable	2727	45.6	**	
Missing	335	5.6	**	
Total	5980	100.0	100.0	

PROGRAM EVALUATION

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	62	1.0	2.1	2.1
Not Very Important	625	10.5	21.5	23.6
Important	1386	23.2	47.6	71.2
Very Important	840	14.0	28.8	100.0
Not Applicable	2727	45.6	**	
Missing	340	5.7	**	
Total	5980	100.0	100.0	

BUDGET OPERATIONS

	Freq.	Percent	Valid Percent	Cum Percent
Not Important	35	.6	1.2	1.2
Not Very Important	236	3.9	8.1	9.3
Important	1080	18.1	37.1	46.4
Very Important	1558	26.1	53.6	100.0
Not Applicable	2727	45.6	**	
Missing	344	5.8	**	
Total	5980	100.0	100.0	

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	Freq.	Percent	Valid Percent	Cum Percent
PERSONNEL MANAGEMENT				
Not Important	41	.7	1.4	1.4
Not Very Important	332	5.6	11.4	12.8
Important	1157	19.3	39.7	52.5
Very Important	1385	23.2	47.5	100.0
Not Applicable	2727	45.6	.*	
Missing	338	5.7	.*	
Total	5980	100.0	100.0	
ADMINISTRATIVE LAW & LEGAL ISSUES				
Not Important	47	.8	1.6	1.6
Not Very Important	585	9.8	20.1	21.7
Important	1324	22.1	45.4	67.1
Very Important	959	16.0	32.9	100.0
Not Applicable	2727	45.6	.*	
Missing	338	5.7	.*	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
PUBLIC RELATIONS				
Not Important	36	.6	1.2	1.2
Not Very Important	354	5.9	12.1	13.4
Important	1316	22.0	45.2	58.5
Very Important	1208	20.2	41.5	100.0
Not Applicable	2727	45.6	.*	
Missing	339	5.7	.*	
Total	5980	100.0	100.0	
POLICY ANALYSIS				
Not Important	55	.9	1.9	1.9
Not Very Important	343	5.7	11.8	13.7
Important	1251	20.9	43.1	56.8
Very Important	1256	21.0	43.2	100.0
Not Applicable	2727	45.6	.*	
Missing	348	5.8	.*	
Total	5980	100.0	100.0	

Table 3 below presents these items in rank order according to the response mean for each

TABLE 3 Rank order of the Responses to Item 20 According to their mean values

Overall Rank	Area	Male Mean	Male Rank	Female Mean	Female Rank	Grand Mean
First	Organization Behavior	3.443	First	3.576	First	3.48
Second	Budget Operations	3.413	Second	3.471	Third	3.43
Third	Knowledge of Political Institutions	3.34	Third	3.547	Second	3.397
Fourth	Personnel Management	3.289	Fifth	3.448	Fifth	3.333
Fifth	MIS & Computer Utilization	3.292	Fourth	3.346	Seventh	3.309
Sixth	Policy Analysis	3.204	Seventh	3.461	Fourth	3.276
Seventh	Public Relations	3.224	Sixth	3.384	Sixth	3.268
Eighth	Administrative Law & Legal Issues	3.051	Eighth	3.203	Eighth	3.096
Ninth	Program Evaluation	2.967	Ninth	3.189	Ninth	3.031
Tenth	Statistical Analysis	2.791	Tenth	2.945	Tenth	2.836

As can be seen in table 3 above, all respondents consider the topics listed in Question 20 to be important (*as measured on a four point likert scale*). At a second look, the results indicate that the female respondents seem to value each of the topical areas to a slightly higher degree than do their male counterparts. Table 3 also shows that some topic importance disagreement exists between the male and female respondents. For example, male respondents ranked *budget operations* as the second most important area, while female respondents ranked *budget operations* as the third most important area. Further, female respondents ranked *MIS & computer utilization* the seventh most important area, and *policy analysis* as the fourth most important area; while the rankings of their male

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counterparts were reversed. The shaded areas represent agreement.

To answer question two: **"How do state public administrators perceive the importance of specific training included in Certified Public Manager programs (CPM)?**—responses to questionnaire item numbers 13, 14 15 and 16 were analyzed.

13. The following lists some management topics frequently offered by management training workshops. Please indicate the <u>extent</u> to which you feel training in these areas would contribute to your growth as a public manager? (*Please circle the appropriate number*).

		Great Extent			**Little Extent**
a.	Understanding Conflict	4	3	2	1
b.	Problem Solving and Decision Making	4	3	2	1
c.	Discipline	4	3	2	1
d.	Equal Employment opportunity	4	3	2	1
e.	Financial Management and Planning	4	3	2	1
f.	Computer Information and Office Applications	4	3	2	1
g.	Managing Work Relationships	4	3	2	1
h.	Managing Under a Merit System	4	3	2	1
i.	Motivation	4	3	2	1
j.	Performance Management	4	3	2	1
k.	Strategic Planning	4	3	2	1

	Very Often			**Never**
14. Please indicate often you have utilized what you learned during this training program	4	3	2	1

	Very Useful			**Never Useful**
15. Please indicate the usefulness of the reading and reference material you received during your training	4	3	2	1

	Very Valuable			Not Valuable
16. How valuable was your training in increasing your effectiveness?	4	3	2	1

Tale 4 below contains the response profiles of Certified Public Manager respondents.

Table 4 Frequencies of Responses to Item 13 by Certified Public Manager Respondents

	Freq.	Percent	Valid Percent	Cum Percent
UNDERSTANDING CONFLICT				
Little Extent	150	2.5	3.3	3.3
Mild Extent	876	14.6	19.1	22.3
Strong Extent	2279	38.1	49.6	71.9
Great Extent	1293	21.6	28.1	100.0
Not Applicable*	1058	17.7	**	
Missing	324	5.4	**	
Total	5980	100.0	100.0	
PROBLEM SOLVING AND DECISION MAKING				
Little Extent	88	1.5	1.9	1.9
Mild Extent	524	8.8	11.3	13.2
Strong Extent	2008	33.6	43.5	56.7
Great Extent	2000	33.4	43.3	100.0
Not Applicable	1058	17.7	**	
Missing	302	5.1	**	
Total	5980	100.0	100.0	
DISCIPLINE				
Little Extent	340	5.7	7.4	7.4
Mild Extent	1573	26.3	34.3	41.7
Strong Extent	1873	31.3	40.8	82.5
Great Extent	803	13.4	17.5	100.0
Not Applicable	1058	17.7	**	
Missing	333	5.6	**	
Total	5980	100.0	100.0	
EQUAL EMPLOYMENT OPPORTUNITY				
Little Extent	475	7.9	10.3	10.3
Mild Extent	1751	29.3	38.1	48.4
Strong Extent	1724	28.8	37.5	85.9
Great Extent	651	10.9	14.1	100.0
Not Applicable	1058	17.7	**	
Missing	321	5.4	**	
Total	5980	100.0	100.0	
FINANCIAL MANAGEMENT & PLANNING				
Little Extent	325	5.4	7.0	7.0
Mild Extent	1175	19.6	25.5	32.5
Strong Extent	1874	31.3	40.7	73.2
Great Extent	1236	20.7	26.8	100.0
Not Applicable	1058	17.7	**	
Missing	312	5.2	**	
Total	5980	100.0	100.0	
COMPUTER INFORMATION AND OFFICE APPLICATIONS				
Little Extent	202	3.4	4.4	4.4
Mild Extent	950	15.9	20.6	25.0
Strong Extent	2039	34.1	44.2	69.1
Great Extent	1425	23.8	30.9	100.0
Not Applicable	1058	17.7	**	
Missing	306	5.1	**	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
MANAGING WORK RELATIONSHIPS				
Little Extent	93	1.6	2.0	2.0
Mild Extent	750	12.5	16.2	18.3
Strong Extent	2311	38.6	50.1	68.3
Great Extent	1463	24.5	31.7	100.0
Not Applicable	1058	17.7	**	
Missing	305	5.1	**	
Total	5980	100.0	100.0	
MANAGEMENT UNDER A MERIT SYSTEM				
Little Extent	559	9.3	12.2	12.2
Mild Extent	1558	26.1	34.0	46.1
Strong Extent	1745	29.2	38.0	84.2
Great Extent	727	12.2	15.8	100.0
Not Applicable	1058	17.7	**	
Missing	333	5.6	**	
Total	5980	100.0	100.0	
MOTIVATION				
Little Extent	130	2.2	2.8	2.8
Mild Extent	571	9.5	12.4	15.2
Strong Extent	2038	34.1	44.3	59.6
Great Extent	1859	31.1	40.4	100.0
Not Applicable	1058	17.7	**	
Missing	324	5.4	**	
Total	5980	100.0	100.0	
PERFORMANCE MANAGEMENT				
Little Extent	111	1.9	2.4	2.4
Mild Extent	502	8.4	10.9	13.3
Strong Extent	2209	36.9	47.9	61.2
Great Extent	1786	29.9	38.8	100.0
Not Applicable	1058	17.7	**	
Missing	314	5.3	**	
Total	5980	100.0	100.0	
STRATEGIC PLANNING				
Little Extent	124	2.1	2.7	2.7
Mild Extent	575	9.6	12.4	15.1
Strong Extent	1871	31.3	40.5	55.6
Great Extent	2050	34.3	44.4	100.0
Not Applicable	1058	17.7	**	
Missing	302	5.1	**	
Total	5980	100.0	100.0	

* Indicates respondents that are not certified public managers

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Table 5 below presents these items in rank order according to the response mean for each.

Table 5 Rank order of the Responses to Item 13 According to their mean values

Overall Rank	Area	Male Mean	Male Rank	Female Mean	Female Rank	Grand Mean
First	Problem Solving	3.247	First	3.362	Second	3.281
Second	Strategic Planning	3.219	Second	3.375	First	3.266
Third	Performance Management	3.188	Fourth	3.324	Third	3.23
Fourth	Motivation	3.209	Third	3.253	Fourth	3.224
Fifth	Managing Work Relationships	3.076	Fifth	3.198	Fifth	3.114
Sixth	Understanding Conflict	2.967	Seventh	3.161	Sixth	3.025
Seventh	Computer Information and Office Applications	3.006	Sixth	3.03	Seventh	3.015
Eight	Financial Management and Planning	2.864	Eighth	2.881	Eight	2.872
Ninth	Discipline	2.665	Ninth	2.717	Ninth	2.684
Tenth	Managing Under a Merit System	2.55	Tenth	2.628	Tenth	2.575
Eleventh	Equal Employment Opportunity	2.529	Eleventh	2.606	Eleventh	2.554

As can be seen in table 5 above, all respondents consider the topics listed in Question 13 to be important (*as measured on a four point likert scale*). As with the MPA respondents, female CPM respondents seem to value each of the topical areas to a slightly higher degree than do their male counterparts. Also, as with the MPA respondents, there is some topic area disagreement between the male and female respondents. For example, male respondents ranked problem solving first and strategic planning second, while female respondents reversed this order. Further, female respondents ranked *strategic planning* first, *problem solving* second, *computer information and office applications* sixth and *understanding conflict* seventh, while their male counterparts reversed this order. The shaded areas represent agreement.

Table 6 below contains frequency distributions for Questions 14, 15 and 16.

Table 6 Frequency distributions for Questions 14, 15 and 16

	Freq.	Percent	Valid Percent	Cum Percent
How often have you utilized what you learned during this training program				
Never	28	.5	.6	.6
Sometimes	701	11.7	15.3	15.9
Often	2781	46.5	60.6	76.5
Very Often	1077	18.0	23.5	100.0
Not Applicable	1060	17.7	. .	
Missing	333	5.6	. .	
Total	5980	100.0	100.0	
Indicate the usefulness of the reading and reference material you during your training				
Never Useful	95	1.6	2.1	2.1
Sometimes Useful	1188	19.9	25.8	27.9
Useful	2624	43.9	57.1	85.0
Very Useful	692	11.6	15.0	100.0
Not Applicable	1060	17.7	. .	
Missing	321	5.4	. .	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
How valuable was your training in increasing your effectiveness?				
Not Valuable	63	1.1	1.4	1.4
Somewhat Not Valuable	857	14.3	18.4	19.7
Somewhat Valuable	2877	48.1	61.7	81.4
Very Valuable	868	14.5	18.6	100.0
Not Applicable	1056	17.7	. .	
Missing	259	4.3	. .	
Total	5980	100.0	100.0	

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As can be seen in table 6 above, a84.1% of the CPM respondents indicate that they *often* to *very often* utilize what they learned during their training, while 81.4% found that the training was only *somewhat valuable or less* in increasing their effectiveness. While 61.7% found their training to be very valuable. Slightly over half (55.5%) found the *reading* and *reference* material useful.Only 15.0% found the reading material to be very useful. What these three items seem to say is that, there was value in their CPM training, however suggest that there is room for considerable content improvement in these programs.

To answer question three, "**How do state public administrators perceive the importance of short-term management development workshops?**", were analyzed.

3. The following lists some skills topics that relate to workshops frequently offered as part of management workshops. Please indicate the extent you feel training in these areas would contribute to your growth as a public manager. (*Please circle appropriate number*)

		Great Extent			Little Extent
a.	Assertiveness	4	3	2	1
b.	Team Building	4	3	2	1
c.	Business English	4	3	2	1
d.	Stress Management	4	3	2	1
e.	Presentation Skills	4	3	2	1
f.	Professional Image	4	3	2	1
g.	Writing Reports and Proposals	4	3	2	1
h.	Reading Effectiveness	4	3	2	1
i.	Writing Better Letters	4	3	2	1
j.	Negotiation Techniques	4	3	2	1
k.	Labor Relation Strategies	4	3	2	1

Table 7 below contain frequency distributions for Question 3.

Table 7 Frequency of Responses to Question 3

	Freq.	Percent	Valid Percent	Cum Percent
ASSERTIVENESS				
Little Extent	626	10.5	10.6	10.6
Mild Extent	1888	31.6	32.0	42.6
Strong Extent	2572	43.0	43.5	86.1
Great Extent	821	13.7	13.9	100.0
Missing	73	1.2	**	
Total	5980	100.0	100.0	
TEAM BUILDING				
Little Extent	151	2.5	2.5	2.5
Mild Extent	601	10.1	10.1	12.7
Strong Extent	2363	39.5	39.8	52.5
Great Extent	2816	47.1	47.5	100.0
Missing	49	.8	**	
Total	5980	100.0	100.0	
BUSINESS ENGLISH/SPANISH				
Little Extent	1003	16.8	16.9	16.9
Mild Extent	1852	31.0	31.3	48.2
Strong Extent	2104	35.2	35.5	83.8
Great Extent	960	16.1	16.2	100.0
Missing	61	1.0	**	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
STRESS MANAGEMENT				
Little Extent	419	7.0	7.1	7.1
Mild Extent	1657	27.7	28.0	35.0
Strong Extent	2393	40.0	40.4	75.4
Great Extent	1457	24.4	24.6	100.0
Missing	54	.9	**	
Total	5980	100.0	100.0	
PRESENTATION SKILLS				
Little Extent	197	3.3	3.3	3.3
Mild Extent	748	12.5	12.6	15.9
Strong Extent	2555	42.7	43.1	59.1
Great Extent	2426	40.6	40.9	100.0
Missing	54	.9	**	
Total	5980	100.0	100.0	
PROFESSIONAL IMAGE				
Little Extent	499	8.3	8.4	8.4
Mild Extent	1597	26.7	27.0	35.4
Strong Extent	2485	41.6	42.0	77.4
Great Extent	1335	22.3	22.6	100.0
Missing	64	1.1	**	
Total	5980	100.0	100.0	

Table Continued on Next Page

	Freq.	Percent	Valid Percent	Cum Percent
WRITING REPORTS & PROPOSALS				
Little Extent	357	6.0	6.0	6.0
Mild Extent	1140	19.1	19.2	25.3
Strong Extent	2355	39.4	39.8	65.0
Great Extent	2071	34.6	35.0	100.0
Missing	57	1.0	* *	
Total	5980	100.0	100.0	
READING EFFECTIVENESS				
Little Extent	569	9.5	9.6	9.6
Mild Extent	1336	22.3	22.6	32.2
Strong Extent	2293	38.3	38.8	71.0
Great Extent	1717	28.7	29.0	100.0
Missing	65	1.1	* *	
Total	5980	100.0	100.0	
WRITING BETTER LETTERS & MEMOS				
Little Extent	595	9.9	10.1	10.1
Mild Extent	1460	24.4	24.7	34.7
Strong Extent	2280	38.1	38.5	73.3
Great Extent	1580	26.4	26.7	100.0
Missing	65	1.1	* *	
Total	5980	100.0	100.0	

	Freq.	Percent	Valid Percent	Cum Percent
NEGOTIATION TECHNIQUES				
Little Extent	241	4.0	4.1	4.1
Mild Extent	911	15.2	15.3	19.4
Strong Extent	2382	39.8	40.1	59.5
Great Extent	2402	40.2	40.5	100.0
Missing	44	.7	* *	
Total	5980	100.0	100.0	
LABOR RELATION STRATEGIES				
Little Extent	691	11.6	11.7	11.7
Mild Extent	1808	30.2	30.5	42.1
Strong Extent	2325	38.9	39.2	81.3
Great Extent	1107	18.5	18.7	100.0
Missing	49	.8	* *	
Total	5980	100.0	100.0	

Table 8 below presents these items in rank order according to the response mean for each.

Table 8 Rank order of the Responses to Item 3 According to their mean values

Overall Rank	Area	Male Mean	Male Rank	Female Mean	Female Rank	Grand Mean
First	Team Building	3.285	First	3.415	First	3.323
Second	Presentation Skills	3.201	Second	3.255	Fourth	3.217
Third	Negotiation Techniques	3.112	Third	3.306	Second	3.17
Fourth	Writing Reports & Proposals	3.037	Fourth	3.304	Third	3.037
Fifth	Reading Effectiveness	2.928	Fifth	2.744	Eighth	2.872
Sixth	Stress Management	2.793	Seventh	2.894	Fifth	2.825
Seventh	Writing Better Letters & Memos	2.858	Sixth	2.725	Ninth	2.819
Eight	Professional Image	2.786	Eighth	2.781	Sixth	2.787
Ninth	Labor Relation Strategies	2.599	Ninth	2.758	Seventh	2.649
Tenth	Assertiveness	2.577	Tenth	2.676	Tenth	2.607
Eleventh	Business English/Spanish	2.551	Eleventh	2.408	Eleventh	2.51

As can be seen above in table 8, there is considerable disagreement as to the order of importance placed upon the various workshop areas between the male and female respondents, but all areas were seen as important (*as measured on a four point likert scale*). The only agreement between the sexes is for *team building* (first), *assertiveness* (tenth) and *business English/Spanish* (eleventh). An explanation for the disagreement is beyond the scope of these data. The shaded areas represent agreement.

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These data suggest topics addressed by both MPA and CPM programs are thought to be important. The MPA respondents felt that learning about organization behavior, budget operations and political institutions most important. CPM respondents felt learning about problem solving techniques, strategic planning and performance management most important. Unfortunately, the MPA and CPM respondents were not asked to respond to a common set of items. Consequently, there is no way that these data can be used to compare responses between the MPA and CPM respondents. However the majority of the CPM respondents found their training only somewhat valuable in increasing their effectiveness.

All respondents reported feeling that the workshop skill topics were very important, with team building, presentation skills and negotiation techniques as most important. It should be noted that considerable ranking differences were found between male and female respondents.

These results suggest that topics covered by both MPA and CPM programs are viewed by these samples as important and appropriate. However, these data cannot tell if other topical areas should be covered by academic and training programs.

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